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ABSTRACT

This report provides various data on student assessment and resource management at Utah's four state universities and five public community colleges. Part 1 discusses the admission requirements of the institutions and the number of students enrolled in remedial/developmental coursework at each school. It then examines student progress measures and student outcomes assessment measures, such as licensure examinations, student surveys, exit interviews, placement information, and transfer rates. Part 2 addresses the management of faculty resources, focusing on student/faculty ratios, and faculty distribution of time. It then examines faculty assessments such as student course evaluations, faculty research, external grants, and public service. Program measures, such as reviews and accreditations, as well as facility measures, such as library quality and space utilization, are also reviewed. (MDM)

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ED 378 867

UTAH SYSTEM OF HIGHER EDUCATION
REPORT ON ASSESSMENT AND ACCOUNTABILITY

JULY, 1993

HE028016

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USHE ASSESSMENT AND ACCOUNTABILITY REPORT -- JUNE 1993

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USHE ASSESSMENT AND ACCOUNTABILITY REPORT -- June 1993
Prepared by Mark H. Spencer

SECTION I

STUDENT ASSESSMENT

STUDENT PRE-ASSESSMENT MEASURES

Pre-Admission. The four public universities require that new freshmen take either the American College Testing (ACT) General Assessment or the College Board's Scholastic Achievement Test (SAT). Scores are used to qualify applicants for admission and to place students in appropriate courses. A small number of new students entering universities are judged to need remedial/developmental courses, which must be taken at full cost to the student.

ACT scores of new freshmen at USHE's four universities are comparable to national averages of students taking the examination.

Composite ACT Score of Entering Freshmen	
University of Utah	23.1
Utah State University	22.0
Weber State University	20.4
Southern Utah University	20.5
National Average	20.6

Of the five public community colleges, only Snow College requires the ACT. Other colleges recommend the test, but will also provide other on-site testing of new students who have not taken the ACT. Every new freshmen, and many lower-division transfer students, experience some type of assessment and receive advising regarding the results of the assessment.

High School Grade Point Averages. The high school grade point average (GPA) is one element of the formula used in qualifying new students for admission to universities. *The mean GPA for new freshmen at the four USHE universities is 3.25 on a 4.00 scale.* Most community colleges do not have a GPA requirement, and do not routinely collect GPA information on all new students. Snow College reported GPA information for 69% of the new student cohort, while College of Eastern Utah had information for 40% of the cohort. *For four of five community colleges reporting GPA information, the mean was 3.06.*

Admission Requirements. The University of Utah, Utah State University, Weber State University, and Southern Utah University have restricted admission based on ACT and GPA qualifications on an "index." The UofU and USU also require completion of a specific set of high school courses for freshmen admission. All four universities require application for Fall Quarter no later than July 1. The five USHE community colleges are open admission, although Snow College is preparing a proposal for restricted admission utilizing the index. Included on page 2 of this report is admissions information taken from a brochure recently sent by the Office of the Commissioner to Utah high school and junior high school students.

Course Requirements at Utah Colleges and Universities

There are three levels of admission requirements among Utah's nine public colleges and universities:

- The University of Utah and Utah State University require you to take the courses listed below, and meet a certain combined level of grade point average and standardized test score as explained on the next page.
- Weber State University and Southern Utah University strongly recommend these courses, and also have a GPA/test score requirement.
- Snow College, Dixie College, the College of Eastern Utah, Utah Valley Community College, and Salt Lake Community College have an open admissions policy. If you plan to transfer later to a university, however, you are encouraged to take the high school courses listed below.

High School Courses Required* to Attend U. of U. and USU and Recommended for WSU and SUU

Entering Fall 1993

Subject	No. of Years
English (emphasizing composition/literature)	4
Mathematics (select from geometry, intermediate algebra, trigonometry, college/advanced algebra, calculus)	2
Science (biological/physical, include one laboratory)	2
American History	1
Additional Courses (select from at least two groups: English, history, math beyond intermediate algebra, foreign language, lab science, social science, fine arts)	4
Foreign Language (the same language, taken during grades 7 through 12; required only at the U. of U.)	2

Entering Fall 1994

Courses are the same as above except for math:

Mathematics (select from elementary algebra, geometry, intermediate algebra, trigonometry, college or advanced algebra, or calculus. Students are strongly encouraged to take courses at least through trigonometry)	3

Entering Fall 1995

Courses are the same as in 1994 except for science:

Science (at least two years selected from among biology, chemistry, and physics, one of which must be a laboratory experience, and a third course from among other approved district science courses)	3

*Freshmen applicants who do not meet the course requirements but do have ACT or SAT scores in the upper half of Utah students headed for college may be admitted on the condition that they take the missing courses during their freshman year.

GPA & Test Scores Required at Utah's Four Universities

To be accepted into any of Utah's four public universities, you must have a minimum combined grade point average (GPA) and ACT or SAT test score. Your GPA and test score are equally important in establishing your index number.

The index categories for the **University of Utah** and **Utah State University** are:

100 and above	You have an excellent chance of being admitted.
85 - 99	Your record will be individually considered.
Below 85	You will not be admitted, unless through special and nontraditional admission, as explained below.

The index categories for **Weber State University** and **Southern Utah University** are:

95 and above	You have an excellent chance of being admitted.
80 - 94	Your record will be individually considered.
Below 80	You will not be admitted, unless through special and nontraditional admission, as explained below.

Examples of index numbers include:

GPA	combined with	ACT Score	=	Index	Likely Admissions Result UofU/USU	WSU/SUU
3.5		25		113	yes	yes
3.5		20		104	yes	yes
3.5		15		95	considered	yes
3.0		23		100	yes	yes
3.0		19		93	considered	considered
3.0		14		84	no	considered
2.5		27		100	yes	yes
2.5		20		87	considered	considered
2.5		15		78	no	no
2.0		28		92	considered	considered
2.0		21		80	no	considered
2.0		15		69	no	no

Find out your exact index number at your school counseling office.

Remedial/Developmental Coursework. Based on assessment information, students are advised or required to enroll in developmental courses to improve academic skills in particular areas. The number of students involved ranges from several hundred at a university to several thousand at an urban community college. Institutions have monitored developmental programs for two or three years, and are beginning to have a good understanding of the numbers of students, types of students, and types of developmental coursework needed.

New Student Enrollment in Developmental Courses*

	English	Math	Total
University of Utah	80	86	166
Utah State University	15	266	281
Weber State University	373	519	992
Southern Utah University	54	105	159
Snow College	45	237	282
Dixie College	87	227	314
College of Eastern Utah	101	232	333
Utah Valley Community College	626**	1582**	2208**
Salt Lake Community College	1387**	6335**	7722**

*Developmental courses in English are any courses below the required Freshman English course. Developmental mathematics courses are those less than Intermediate Algebra.

**The numbers for SLCC are all students in developmental courses, not just new students.

STUDENT PROGRESS MEASURES

Satisfactory Progress. In every USHE institution, qualitative standing is evaluated electronically for all students as grades are processed each quarter. Good academic standing for the institution requires maintenance of a 2.00 GPA, but many departments require a higher standard for their students. In addition, some majors evaluate the continuing quality of performance in projects, demonstrations, or performance. Students not meeting the minimum standard are given appropriate notification and advising, and placed on a probationary status.

Terms to Completion. When many college students stop out temporarily from their academic experience, number of years from admission to graduation is not an accurate measurement of student progress. It is more effective to monitor the number of terms enrolled, and the number of hours accumulated toward graduation. The availability of student financing, and the availability of course sections, also effect rate of student progress. The information available shows that students are generally taking more than the minimum number of terms needed to graduate. *A full-time student should finish an associate degree in 6 quarters (4 semesters), but most students are needing 7 or 8 to graduate. A baccalaureate degree should require 12 quarters, but most students are taking 14 or 15 to graduate.* Again, finances and course availability dictate that most students do not carry a full load of 15 or more quarter credits, automatically prolonging the number of terms needed to graduate.

The federal government has recently instituted a requirement that all institutions report graduation rates for specific cohorts of new students, beginning July 1992. Data on these cohorts will not be available until the students have progressed further through the system. This federal requirement, although targeted at a very restricted definition of cohort, will at least begin to provide uniform student progress information.

It is also important to note that graduation with a degree or certificate is not always a student's goal. Many students will enroll in an applied technology course or set of courses to achieve a specific competency, irrespective of degree attainment.

STUDENT OUTCOMES ASSESSMENT

Licensure Examinations. Professional licensure examinations provide a standardized yardstick against which Utah students can be measured. The input of practicing professionals into the design of these instruments make this type of assessment very useful in judging the success of the educational program. *In every case where there is a national standard, Utah students surpass the national average.* Information presented in the institutional reports illustrate the conscientious concern of faculty for the appropriate progress of students.

Student Surveys/Exit Interviews. USHE institutions are in varying stages of development of processes to contact students who leave the institution. Because student phone numbers and addresses change frequently, obtaining feedback is difficult if not pursued immediately. *Institutions survey by telephone and by mail both students who graduate and those who leave without obtaining a degree or certificate.* The success rate in making contact averages between 50 and 75 percent response.

Students who graduate appear to be relatively well satisfied with their collegiate experience. Most have success in finding employment, and report that their academic training has prepared them well for their current assignment. Students who leave an institution before graduating do so for a number of reasons, most of which are other than academic. Finances are often a problem, and is a change in career plans. However, a high number of "stop outs" also report that they left the institution after having met their particular educational objective. Although a considerable amount of information is available regarding the effect on students of the academic enterprise, more information is needed. New institutional programs, such as Weber State University's Teaching and Learning Forum will be helpful.

Placement Information. Every institution has a formal process for: 1) assisting students wishing assistance in job placement; and 2) registering graduates to monitor success in obtaining satisfactory placement. Not every student chooses to make use of the placement services. Institutions report date for approximately 75 percent of graduates. For those students, successful placement averages between 90 and 95 percent. Institutions maintain regular communication with employers, and periodically survey employers regarding the quality of the institution's graduates. These responses are important for continuing improvement of courses and programs.

Transfer Rates. The Office of the Commissioner now has in place an electronic process for monitoring transfer among USHE institutions. Beginning Fall 1993, administrators will know whether students who have left one institution have subsequently enrolled in another institution. Currently, transfer information is not uniform, but can be helpful. In cases where there strong agreements are in place for transfer of courses, such as business, pre-engineering, and nursing, the rate of successful transfer is very high.

SECTION II

RESOURCE MANAGEMENT

FACULTY RESOURCE MEASURES

The Importance of Multiple Measures. Institutional reports describe several ways of evaluating effective management of faculty resources, which is primarily a quantitative measurement, and of assessing the contribution of faculty, which is primarily a qualitative measurement.

Management of Faculty Resources (Quantitative). Quantitative assessments of effective management of faculty resources consider criteria such as the way faculty assignments are made, the ratio of full-time and part-time faculty, student to faculty ratios, and number of student credit hours produced.

Faculty. The USHE is comprised of institutions employing the equivalent of almost 3,900 full-time equivalent (FTE) instructional personnel. The majority of these individuals (73%) are regular contract faculty. Twenty percent of instructional personnel are wage-rated faculty, usually employed part-time, and seven percent are classified as Teaching Assistants. Teaching Assistants are graduate students teaching part-time while working on an advanced degree.

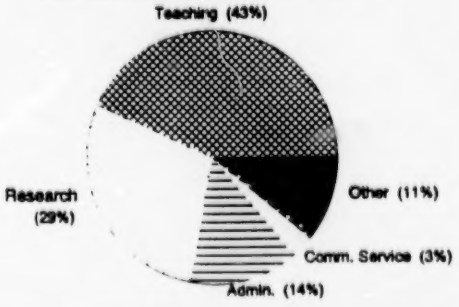
Student/Faculty Ratios. Students at the nine USHE institutions number almost 100,000 headcount students (headcount = unduplicated total). This headcount number translates to 71,051 full time equivalent (FTE) students. Systemwide, the ratio of faculty to students is 1:19.

Faculty Distribution of Time. Faculty "teaching load" and "workload" are terms frequently used in addressing management of faculty resources. A 1992 survey conducted by the State Higher Education Executive Officers (SHEEO) indicates that almost 90% of state governing boards already have policies addressing faculty workload or plan to address the issue of workload (SHEEO Network News, 1993). However, it is important to remember that quantitative measures such as time on task, or number of courses taught, cannot be used as exclusive indicators of productivity, or even total effort. Faculty time spent in various activities is one of several components of resource management, but other measures must be included before beginning to reliably evaluate productivity.

The SHEEO survey revealed national data which reaffirm long-standing views of faculty workload. First, faculty report they are working, on average, over 50 hours per week. Second, faculty at research universities teach six to seven class hours per week, faculty at other four-year institutions teach eight to ten class hours per week, and faculty at two-year institutions teach 14 to 16 class hours per week. (SHEEO, 1993)

The U.S. Department of Education's data collection office, the National Center for Education Statistics (NCES), released national data in 1991, regarding faculty at public research universities, which show the largest segment of time devoted to instruction.

How Faculty Members Spend Their Time
At Public Research Universities



SOURCE: NCES 1988 National Survey of Postsecondary Faculty

<u>Utah Data.</u> Data in Utah are similar to those in other states, with predictable differences among types of institutions. With class preparation and grading combined with class teaching, instruction accounts for 73% of faculty time for all institutions, ranging from 53% for research universities to 80% for community colleges. Time spent in research or other creative activity ranges from a high of 32% at universities to a low of around 9% for community colleges. (See the figures below and Tables 1 and 2 above.

Figure 1
Faculty Distribution of Time
(58.0 Hours)

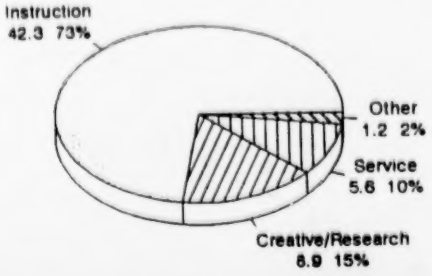


Figure 2
Instruction
(42.3 Hours)

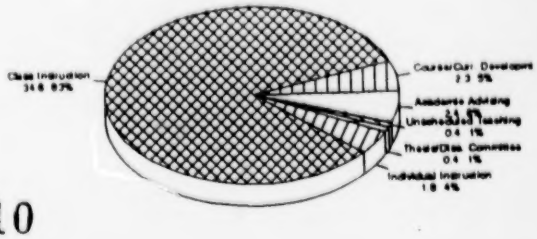


TABLE 1

USHE Faculty Activity Survey: Faculty Distribution of Time

	U of U	USU	Teaching/Resrch Universities		WSU	SUU	Metropolitan/ Regional Univ.		Snow	Dixie	CEU	UVCC	SLCC	Community Colleges		USHE Average	
	Hours	Hours	Hours	Percent	Hours	Hours	Hours	Percent	Hours	Hours	Hours	Hours	Hours	Hours	Percent	Hours	Percent
Instruction	32.1	29.1	30.6	53.0%	40.9	49.0	45.0	75.5%	42.6	45.8	49.0	43.4	47.7	45.7	80.0%	42.2	73.0%
Creative/Research	19.7	16.8	18.3	31.7%	10.0	7.9	9.0	15.1%	6.9	2.8	4.6	5.7	5.4	5.1	8.9%	8.9	15.3%
Service	7.0	9.4	8.2	14.2%	6.2	3.5	4.9	8.2%	6.2	4.4	4.7	4.6	3.9	4.8	8.4%	5.5	9.6%
Other	0.8	0.5	0.7	1.2%	1.2	0.4	0.8	1.3%	1.5	2.0	2.0	0.6	1.8	1.6	2.8%	1.2	2.1%
Total	59.6	55.8	57.7	100.0%	58.3	60.8	59.6	100.0%	57.2	55.0	60.3	54.3	58.8	57.1	100.0%	57.8	100.0%

TABLE 2

USHE Faculty Activity Survey: Instructional Detail

	U of U	USU	Teaching/Resrch Universities		WSU	SUU	Metropolitan/ Regional Univ.		Snow	Dixie	CEU	UVCC	SLCC	Community Colleges		USHE Average	
	Hours	Hours	Hours	Percent	Hours	Hours	Hours	Percent	Hours	Hours	Hours	Hours	Hours	Hours	Percent	Hours	Percent
Formal Contact Hours	6.2	6.3	6.3	20.6%	11.4	13.8	12.6	28.0%	14.9	16.8	17.4	17.0	18.8	17.0	37.2%	13.6	32.3%
Other Contact Hours	3.5	3.6	3.6	11.8%	4.6	5.6	5.1	11.3%	5.1	7.8	6.9	4.0	2.9	5.3	11.6%	4.9	11.6%
Course Prep./Grading	11.3	9.0	10.2	33.3%	14.0	17.2	15.6	34.7%	16.0	8.4	16.6	12.7	14.4	13.6	29.8%	13.3	31.5%
Individual Instruction	4.1	2.7	3.4	11.1%	2.0	1.9	2.0	4.4%	1.0	2.4	1.6	1.8	0.9	1.5	3.3%	2.0	4.8%
Thesis/Dissertation Comm.	1.7	1.4	1.6	5.2%	0.1	0.3	0.2	0.4%	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.4	0.9%
Unscheduled Teaching	0.7	0.5	0.6	2.0%	0.4	1.0	0.7	1.6%	0.3	0.0	0.4	0.0	0.2	0.2	0.4%	0.4	0.9%
Student Academic Advising	2.2	2.4	2.3	7.5%	3.2	2.5	2.9	6.4%	1.8	2.8	1.7	1.5	3.2	2.2	4.8%	2.4	5.6%
Course & Curriculum Dev.	2.4	2.0	2.2	7.2%	2.9	2.5	2.7	6.0%	1.9	2.7	2.2	2.0	2.2	2.2	4.8%	2.3	5.5%
Scheduled Overload	N/A	1.2	---	---	2.3	4.2	3.3	7.3%	1.6	4.9	2.2	4.4	5.1	3.6	7.9%	3.2	7.7%
Total Instruction	32.1	29.1	30.6	100.0%	40.9	49.0	45.0	100.0%	42.6	45.8	49.0	43.4	47.7	45.7	100.0%	42.2	100.0%

Totals may not add exactly because of rounding.

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Assessment of Faculty Contribution. Qualitative contributions of faculty are discussed in terms of three broad areas of assignments: teaching; research, scholarship, or other personal creative work; and service. The first measurement of faculty contribution is the extent to which students meet their educational goals, earn certificates and degrees, and achieve appropriate placement in advanced academic programs or in the world of work. Additional qualitative measurements of faculty assignments include evaluations of teaching performance, listings of scholarly work published and grants received, service on institutional committees, and leadership in professional organizations.

Student Course Evaluation Process. Each institution requests student evaluation of teaching on a regular basis. For example, one institution evaluates non-tenured and adjunct faculty every quarter, and tenured faculty at least once a year. Summary information from evaluations is made available to students. Individual evaluations provide useful feedback to faculty for improvement of their own teaching, and assist departments in the tenure and promotion process.

Faculty Research and Other Creative Work. Examples of faculty research projects, publications, professional presentations, and other creative work resulting from faculty expertise are highlighted in institutional reports. Other forms of creative work might include a music recital, an art exhibit, or direction of a theatre production. Faculty in applied technology demonstrate professional expertise by giving demonstations and seminars or participating with industry counterparts in development of a new or improved technology.

External Grants. USHE faculty have established an impressive record of success in acquiring external grants and contracts, increasing in the last five years from $153 million to $214 million annually.

FY 1991-92 USHE GRANTS AND CONTRACTS AWARDS
Year-End Report, July 1, 1991 through June 30, 1992

	U of U	USU	WSU	SUU	SNOW	DIXIE	CEU	UVCC	SLCC
Total # Funded Projects	1819	855	84	25	15	3	33	9	12
Total $ Amount Funded Projects 1991-92	$114,024,786	$81,575,551	$4,807,001	$2,423,295	$1,037,351	$500,935	$1,795,891	$5,958,957	$2,012,970
Total # of Proposals Submitted: # Funded: % Funded	N/A	N/A	112 Submtd 84 Funded 75% Funded	N/A	N/A	5 Submitted 3 Funded 60% Funded	N/A	N/A	24 submitted 12 funded 50% funded
Total $ Amount Funded Projects 1990-91	$109,397,393	$91,155,524	$3,217,098	$1,917,908	$821,294	$485,033	$2,345,561*	$967,817	$2,850,401
Difference Between 1990-91 and 1991-92 Year-End Reports	$4,627,393	($9,579,973)	$1,589,903	$505,387	$216,057	$15,902	($549,670)	$4,991,140	($837,431)

System Totals:
1991-92: $214,136,737
1990-91: $213,158,829*
1989-90: $191,398,725
1988-89: $172,356,681
1987-88: $153,457,231

*This is a corrected figure for the dollar amount of contracts/grants received by the College of Eastern Utah from July 1, 1990 through June 30, 1991.

Faculty Institutional and Public Service. Faculty responsibilities include service on numerous department, division/college, and institutional committees and task forces. These assignments range from the mundane (but important) such as an advisory committee for parking or the bookstore, to committees which contribute to the core of the academic enterprise, such as curriculum, promotion and tenure, or admissions. Public service by faculty also varies widely. Faculty often serve on community councils, advise local study committees, or assist task forces at the request of leaders of local municipalities. Faculty serve as advisors to student groups which perform service in the community.

PROGRAM MEASURES

Program Reviews. Each academic program at community colleges and metropolitan/regional universities are reviewed by the Board of Regents every five years. Programs at teaching and research universities are reviewed every seven years. The process of review is similar at each institution. First, faculty in the program develop a self-study report which summarizes the current status of the program. The institution's central administration then selects a team of two or three competent reviewers from outside the institution, who receive an advance copy of the self-study and then are invited to the campus for several days to review the program. The review team prepares a report of its findings, which together with institutional responses is forwarded to the Office of the Commissioner. The Commissioner prepares a summary of each program review for the Regents, along with a recommendation regarding the future status of the program.

The program review process has provided a very effective method for assessment of ongoing academic programs. *During the 92-93 academic year, the Regents reviewed 61 programs from among the nine institutions.* Regents approve each program with one of five conditions: probationary, marginal, acceptable, commendable, and outstanding. Comments by the Regents, as well as representative from other institutions, provide numerous suggestions for improvement for programs being reviewed.

Accreditation Reports. The attached institutional assessment reports list examples of accreditation by professional societies and state certification agencies. Professional accreditation is a qualitative review process against national standards promulgated by collegial organizations. Programs and institutions voluntarily agree to be measured against accreditation standards, in order to achieve the indications of quality associated with the process. Successful accreditation suggests that the program meets the highest national standards for similar programs. In some instances, such as teacher education and nursing, programs can be accredited by a professional organization and also reviewed by a state licensing board. In these situations, students must graduate from an approved (licensed) program in order to obtain a state license or certificate.

Curriculum Improvement. A useful product of the program review process is a list of strengths and weaknesses for each program. While strengths normally outweigh weaknesses, it the list of weaknesses which is often most helpful in improving the program. Program changes can include organizational realignments, refocus of emphases or areas of specialization, and changes in titles to more clearly reflect emerging trends.

FACILITY MEASURES

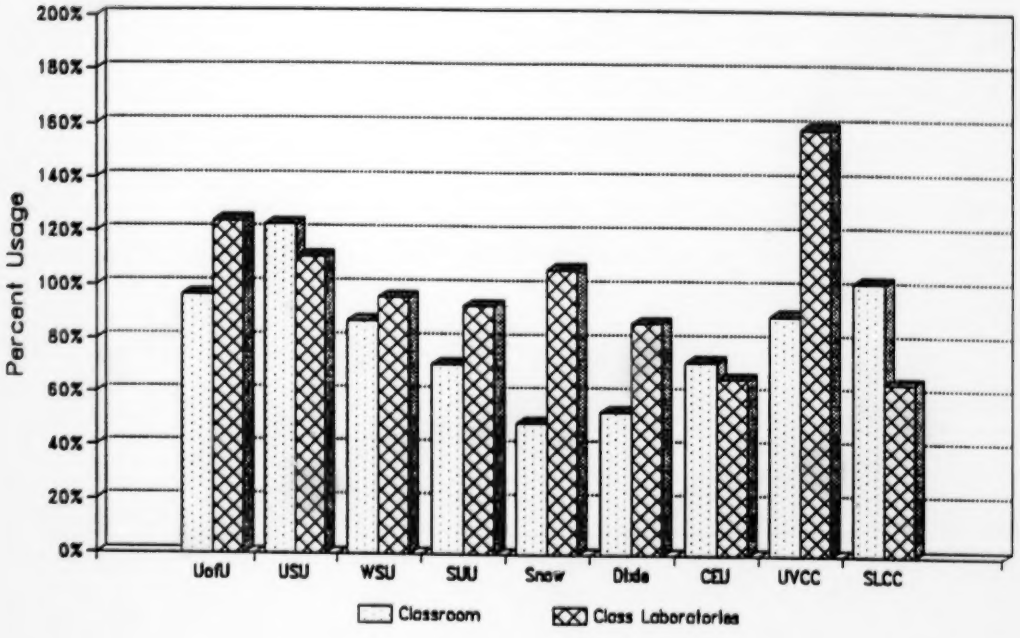
Libraries. Library quality has been the focus of considerable Regent attention during the last five years. The Commissioner and the Regents endorse the principle that library resources are critical to the academic enterprise. Students in higher education have endorsed this principle by raising funds for library acquisitions, and by supporting tuition increases which, in part, have dedicated dollars to enhance library quality.

After a comprehensive 1989 study of library facilities revealed significant deficiencies, the Regents developed a plan for establishment of appropriate facilities on every USHE campus. That plan should be completed in 1994 with final phase funding of the University of Utah library expansion.

Space Utilization. The attached graph demonstrates efficient use of institutional space compared against standards set by the State Building Board. Within existing faculty resources constraints, USHE institutions continue to explore ways to more effectively use afternoons and weekends, as well as employ new technologies in the delivery of instruction.

USHE SPACE UTILIZATION

1992 Space Utilization Comparisons



COMPUTED SPACE UTILIZATION	U of U	U S U	W S U	S U U	SNOW	DIXIE	CEU	UVCC	SLCC
92 Computed O&P CLASSROOM	96.31%	122.46%	86.87%	70.83%	48.65%	53.19%	71.82%	89.15%	101.87%
92 Computed O&P CLASS-LABS	123.89%	110.24%	95.43%	92.36%	106.01%	86.43%	65.67%	158.80%	64.24%

Explanation

The above graphs provide a mathematical comparison of available 1992 classroom and class laboratory space with State Building Board utilization standards for the nine colleges and universities of the Utah System of Higher Education. They are a computed product of the Regents' Qualification and Prioritization (Q&P) formula used to establish and rank the relative needs for new capital development projects in higher education. In addition to existing facilities on the various campuses, the graphs include classrooms and class labs in buildings that are designed and are now being constructed, those in the process of renovation, or those that have received planning or construction funds from the Utah Legislature.

The classroom graphs are based upon a State Building Board room utilization rate (RUR) of 75 percent of a 45-hour week, or 34 hours per week that a room is to be scheduled for use. They also assume a station occupancy ratio (SOR) of.667, which means that two-thirds of the student stations would be occupied when the room is scheduled for use. These are among the most stringent higher education space utilization standards in the nation to achieve.

The class laboratory graphs are based upon a State Building Board standard that calls for 50 percent scheduling of all class labs during a 45-hour week, with a station occupancy rate of 80 percent. Class labs are used for regularly scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice that would normally limit or preclude its use by other disciplines.

For management purposes, these graphs provide a summary look at student-driven needs for instructional space based upon State Building Board utilization standards. They may indicate some difficulty faced by rural institutions in scheduling classrooms across a 45-hour week.

University of Utah. Based upon State Building Board standards explained above, the UofU utilizes classrooms at 96.31 percent of the computed capacity and class labs at 123.89 percent of capacity.

Utah State University. USU utilizes classrooms at 122.46 percent of their computed capacity, and class labs at 110.24 percent of capacity.

Weber State University. WSU utilizes classrooms at 86.87 percent of their computed capacity, and class labs at 95.43 percent of capacity.

Southern Utah University. SUU utilizes classrooms at 70.83 percent of their computed capacity, and class labs at 92.36 percent of capacity.

Snow College. Snow College utilizes classrooms at 48.65 percent of their computed capacity, and class labs at 106.01 percent of capacity.

Dixie College. Dixie College utilizes classrooms at 53.19 percent of their computed capacity, and class labs at 86.43 percent of capacity.

College of Eastern Utah. CEU utilizes classrooms at 71.82 percent of their computed capacity, and class labs at 65.67 percent of capacity.

Utah Valley Community College. UVCC utilizes classrooms at 89.15 percent of their computed capacity, and class labs at 158.80 percent of capacity.

Salt Lake Community College. SLCC utilizes classrooms at 101.87 percent of their computed capacity, and class labs at 64.24 percent of capacity.